Members Present: Vice President Bansal, Dr. Buchanan, Vice President Dimkova, Mr. Foley, Vice President Gabriel, Dr. Hill, Dr. Leidig, Dr. Ramsammy, Vice President Sachs, Dr. Saperstone, Executive Vice President Schiavelli and President Templin.

Guests: Dr. Lorinzo Foxworth, Associate Vice President for Workforce Development for Vice President Gary, Ms. Kerin Hilker, Director of the Pathway Program and Ms. Lucinda Miller, CETL Program Director.

Access

- Summer Enrollment: Dr. Gabriel distributed the summer enrollment figures for the week of May 13 which showed a decrease of negative 4.6 percent. The Manassas and Woodbridge campuses were in slightly positive figures with 0.4 and 0.8 respectively.

- Fall Enrollment: Dr. Gabriel distributed the fall enrollment figures for the week of May 13 which showed an increase of 7.8 percent. Three campuses were in high figures: Loudoun (30.4%), Manassas (23.3%) and the MEC (19.2%).

Student Success

- Student Success Policy Resource Requirements for FY15: Ms. Dimkova stated that the requests submitted were over the budgeted allotment but she will take another look at the figures and provide additional information to the Provosts before the next Administrative Council meeting.

VCCS Funding Model Task Force Recommendations

This topic was tabled until the next Administrative Council meeting.

Office of International Student Admissions Proposal

Dr. Schiavelli distributed the task force recommendations and a proposed budget for the Office of International Student Services/OISS which effective July 2014 would be renamed the Office of International Students/OIS, with the Director reporting to the Executive Vice President. There would also be a consistent set of policies developed to enable the college to be more restrictive in the processing of I-20 approvals.
The recommendations include: appointing a Director to begin on July 1, 2014, allowing only OIS visa compliance staff to issue new and/or revised I-20s or to approve travel changes; redefining the role of campus international student advisors; designing and requiring training and professional development; continuing the practice of accepting only sealed transcripts and/or official documents from TOEFL or IELTS implemented in the Spring of 2014; continuing improvements to the I-20 application and revision processes begun in the Spring of 2014 and appointing a presidential task force to examine the realignment of NOVA’s Intensive English Program with College ESL including an examination of English placement testing for all international students.

Dr. Templin summarized the discussion by reiterating the two essential issues: compliance and the need to provide adequate services to international students - with the immediate implementation of a control structure and consistent process. He stated the need to close the vulnerability gap as soon as possible and asked that Dr. Schiavelli draft a budget proposal to include the immediate structural needs.

**Assistant Dean/Program Head Compensation Proposal**

Dr. Gabriel distributed a summary on a study done on Assistant Dean and Program Head (AD/PH) compensation with the final objective to address issues of inadequate and/or inconsistent compensation. Assistant Deans and Program Heads were surveyed on the types of issues that impact workloads and the manner in which responsibilities are prioritized.

Dr. Templin asked Council members to think about the overall issue of release time with the goal of keeping more of NOVA’s best faculty in the classroom. He emphasized that a new system would require careful thought, an expanded work group, and suggested that two phases be employed:

- Phase One: The summer payment would remain the same, and would follow with the adoption of a one-year plan template to address compensation inadequacies and verify the funding needed.
- Phase Two: Broaden the initial work group to take on larger issues and develop a base model and rationale.

**Pathway to the Baccalaureate Update & Proposal**

Ms. Kerin Hilker, Director of the Pathway Program, presented an overview of the Pathway program and the proposed budget for the coming year. She explained that in the summer of 2013, four NOVA College Access/Completion initiatives were reorganized into the “College Pathway Initiatives” unit: Pathway to the Baccalaureate; NOVA’s Branch of VCCS Great Expectations; Pathway Connection; and, Adult Career Pathways. The Pathway vision is to ensure that underserved students in Northern Virginia with the desire and capacity to achieve a baccalaureate degree are provided with the individualized, structured resources and support they need to pave their own pathway to college access, success and excellence. The Pathway to the Baccalaureate program has become a national model for promoting post-secondary success for at-risk students.
Under the Pathway program, 83 percent of students who transferred to George Mason completed a bachelor’s degree within three years of transfer. The program expects to grow by 16 percent in 2014 - 2015 and will exceed 1000 students at George Mason and 600 graduates at NOVA. Pathway Connection, designed to increase academic readiness and reduce the number of developmental courses among at-risk student populations, had 635 tenth and eleventh grade participants at 11 high schools last year and estimates growth by 26 percent in 2014 -2015. The Adult Career Pathways program partners with non-profit and social service agencies, non-traditional high schools, CBO partners and others to support the completion of credit and/or workforce development credentials by low-income, unemployed and underemployed adults and Veterans. They expect to increase their success rate by 20 percent by 2015 with more than 700 projected participants.

The average annual retention rate of Pathway students at NOVA is 81 percent, and the average semester enrollment for Pathway students was 12.1 credits. Of the 77 percent who completed a FAFSA, eighty-six percent were Pell eligible.

Dr. Templin stated there was a significant unmet need in the Manassas and Woodbridge service areas with the need for discussions among the superintendents in Prince William County, Manassas City and Manassas Park City.

**CETL Update & Proposal**

CETL Program Director, Ms. Cindy Miller, presented a comprehensive overview, budget proposal and new organizational chart for the Center for Excellence in Teaching and Learning program. CETL is a college-wide, faculty centered unit that serves the College’s mission and vision. The founding mission of the Center is to assist faculty and staff in improving the quality of teaching and learning services. The founding goals are to promote the culture of excellence, increase enrollment, retention, and student success, share access to excellent instructional practices and technology, build on faculty strengths to enrich professional development, support committed faculty and staff through mentoring and student-centered learning, and support teaching and learning assessment.

CETL has been positioning itself to better align with national best practices, modeling standards and guidelines developed by the Professional and Organizational Development Network in Higher Education (POD) and applying those within the context of NOVA. POD categorizes programs within three major areas of best practice.

Those that focus on the faculty member as a teacher include consultation services of four types. The first is a pre-observation consultation in which a CETL Associate will visit a classroom before a formal observation. The second is an informal meeting with instructors that comprise about 50% of all consultations done. The third and fourth types are more formal. Class consultations involve a pre-consultation meeting, a classroom consultation and a post consultation meeting. The last type is called an LTAP or a learning and teaching assessment poll. In this type a CETL faculty associate will talk to students and provide just-in-time feedback to faculty. An estimate of such services for the 2013-14 academic year is 246 meetings. How many unique instructors were served is not clear from the current data.
Teaching Squares were initiated in the Spring of 2013, after a Fall 2012 pilot. Teaching Squares involves a low commitment, high return guided process of mutual observation and reflection. Since the pilot 112 faculty members have participated in teaching squares and rate them, across 17 parameters, including how useful they are to improving teaching practices. 4.43 on a Likert scale with 1 as low and 5 has high. Anecdotal feedback is very positive. One of the many ways that CETL supports College initiatives has been to expand Teaching Squares into a vertical, same discipline pilot group with members from both high school and college populations.

Scholarship and professionalism constitute a second focus of faculty development for CETL. Power up Your Pedagogy (PUP) is the most important and most important best practice during each academic year. In 2012, approximately 600 faculty and staff attended PUP. In 2013, 750 faculty were served in the Power Up Your Pedagogy program and 858 individuals attended in 2014. Planning is underway at this time for PUP 2015.

CETL is tasked with New Faculty Orientation and in 2013, in alignment with best practices, the format was changed to a once-a-month format but without significant change in content which reduced the cost. In 2015 CETL proposes incorporating a pedagogy component via a Teaching Academy and funds have been sought from and approved by the College Professional Development Committee.

As part of the focus on Scholarship and Professionalism, CETL runs ongoing Faculty Learning Communities (FLCs) in which small groups (10-12) faculty members meet on a regular basis for either one semester or one year. During 2013-14 three such groups met for the entire year. The first, Mindfulness and Culturally Responsive Teaching, investigated the many forms this can take and then ran a College-wide workshop in April, 2014. The second FLC focused on STEAM (science, technology, engineering, art and mathematics) education. A pilot course was offered in Fall 2013 in which students were asked to work with two faculty members in a STEAM related project. Twelve faculty members and 6 students completed the special projects course. This group is currently seeking funding for a faculty summit on STEAM education after which it will run the course again in the Spring of 2015.

The third FLC, Mindfulness in Diversity and Culturally Responsive Teaching focused on NOVA’s diverse faculty and student populations and this group proposes a new FLC for 2014-15 that will focus on minority faculty members.

CETL is proposing a 2014-15 “Teacher Scholar” program to promote the Scholarship of Teaching and Learning (SoTL) at NOVA. A VCCS grant is being sought to fund small grants ($500) to eight NOVA faculty who wish to engage in methodically rigorous, educationally relevant, evidence-based research about student learning in higher education. Part of the obligation of this grant is that the research is relevant to other disciplines and that results are disseminated to others, and peer reviewed.

Much of the work around the faculty member as an individual has grown from the Faculty Learning Community working on Mindfulness. CETL also recognizes faculty achievement. SuperProf is a peer nominated recognition for excellence in teaching. This year CETL recognized NOVA Fulbright Scholars, and will sponsor another event in the Fall of 2014.
The work of CETL is carried out by its acting coordinator, an administrative assistant and part-time CETL faculty associates who receive stipends for their work. These nine associates work as liaisons with their own campuses and are the ‘face’ of CETL on each campus, carry out consultations for their faculty, present faculty focus events, and coordinate CETL projects. Funding is sought for two more Associates so that each campus can be fully supported.

Dr. Templin thanked Ms. Miller for her comprehensive explanation of the program and pointed out that the program has been in existence for five years and that this was an appropriate time to leverage the program more strategically to improve student success. He suggested looking at 10 institutions that have ranked well with student success and within those institutions finding two or three in which faculty engagement was a key element.

The meeting adjourned at 12:45 p.m. with the next Administrative Council meeting scheduled for Tuesday, May 20, at 9:30 a.m. at the Loudoun campus.

---

**Tracking**

- Policy on Expressive Activity – May 20
- Hobsons – May 20
- Student Life proposal – May 20
- 50th Anniversary Celebration – May 20
- LO’s Adjunct Faculty Professional Development Program – May 20
- Proposed Changes to the Faculty Handbook – May 20
- High School Recruitment – June 3
- EWP Review Process – June 10
- Human Resources Department Update & Proposal – June 10
- Veterans’ Issues and Organization
- Web Discovery Session
- Student Learning Outcomes